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ABSTRACT

This booklet provides information on and instructional materials from the Education Consolidation Improvement Act (ECIA) Chapter I Computer Lab at Sumter Correctional Institution in Florida. Section 1 is an introduction addressing the benefits of computer-assisted instruction, responsibility of inmate aides, and evaluation and selection of software. The next three sections focus on these three labs: Reading, Language Arts, and Mathematics. Section 2 on the Reading Laboratory presents an overview of the program, describes the software used for the various topics, lists software sources, and provides a sample student record, student report, and catalog page from the Easy-Reference Resource Catalog compiled for the lab. Section 3 on the Language Arts Laboratory contains an overview of the program and these sample pages: computer-assisted instruction (lists of software linked to minimum student performance standards) and inmate computer records. Titles and sources of software are also listed. Section 4 on the Mathematics Laboratory presents an overview of the program, lists objectives, provides samples of student assignment forms and class data forms, and lists software sources. (YLB)

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CHAPTER I
COMPUTER LAB

S.C.I.

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TABLE OF CONTENTS

I. INTRODUCTION v

II. THE READING LABORATORY 5

III. THE LANGUAGE- ARTS LABORATORY 18

IV. THE MATHEMATICS LABORATORY 30

ACKNOWLEDGEMENT

I wish to thank the inmate aides who have utilized the word processing capabilities of the computer and have made this presentation possible.

Sheila Hall, Education Counselor
ECIA Chapter I
Sumter Correctional Institution

CHAPTER I INSTRUCTIONAL COMPUTING LABORATORY

INTRODUCTION

The Computer Lab at Sumter Correctional Institution is a motivational tool for the students and a source of inspiration for the staff.

This Lab fulfills its educational function by meeting the needs of the people it serves. The needs assessment procedures of the Chapter I program enable the instructors to amalgamate the needs of the students in a composite set of needs and arrange them in a priority order. The computer time available for accomplishing this task can be done in a simple and systematic way.

The Chapter I staff has the necessary skills to enable the Lab to realize its full potential, and the knowledge of transforming the computer into a creative, effective learning tool allowing the computer to become both teacher and subject.

The benefits the students derive from Computer-Assisted Instruction will include:

* Learning to use the keyboard properly, accurately and with ease so that students will be trained to use the computer for word processing, programming and data entry.

* Providing concrete, multi-sensory or vicarious experiences to facilitate development of the concepts that words represent.

* Taking skills evaluation tests whenever the needs arises, so that the students can measure their progress and determine for themselves when they have met their objectives and accomplished their goals.

* Teachers are now equipped to use the computers to type, change, and permanently store information for final printing and future use.

* Teachers are capable of determining what sequence of elemental operations will accomplish the desired task. They have become familiar with the repertoire of operations the computers are capable of performing, and do have some understanding of the ways in which certain sequences of operations can be usefully employed.

* Teachers are developing new ways to link learners in the Reading Lab, Mathematics Lab, and Language Arts Lab with the resources in the Computer Lab. These resources include commercial software and teacher-made programs. These programs are tailored by the staff to fill specific needs of students. These resources help to reinforce the students' learning and help to increase their competencies in their areas of deficiencies.

* Learning can be structured and organized to meet the individual needs of students.

* The computers are essential in providing data for:

- the Needs Assessment of ECIA
- all students scores and records
- the Under 21 monthly reports
- the classroom records diagnostic tests
- the ECIA Chapter I (Basic) FY 85 - Evaluation Report

* In addition to the obvious practical value of being able to use a computer, there is also the cultural value of obtaining some insight into an inherently interesting and overwhelmingly significant contemporary development.

Sumter Correctional Institution's inmate population's current mean age is around 20.4 years with approximately 500 inmates within the five year or less release date. The computer lab will serve all inmates under the guidance of the Chapter I instructors who will help students develop the skills they will need to confidently enter the technological world of perpetual change when they leave this institution.

INMATE AIDES

The first responsibility of inmate aides in the Labs is to become proficient in operating the computers in order to assist the teachers in preparing for the students utilizing the lab. This includes being familiar with all the software used by the students and previewing new software programs.

Besides maintaining the appearance of the labs, aides usually have various clerical duties such as updating records and composing memoranda. These tasks are greatly simplified through the use of Data Base and Word Processor Programs.

Aides are encouraged to take advantage of their access to the computers in enhancing their own computer education through exploration into the operations and programing of the computers. Aides are even encouraged to contribute in the development of new educational software for the labs.

ECIA CHAPTER I COMPUTER LAB

By: Inmate Aide

As an inmate at Sumter Correctional Institution, my appreciation for the new ECIA computer lab is immense. It has greatly enhanced the educational program here. Through the use of self-tutoring techniques, the program allows students to work at their individual paces while enjoying most of the benefits of constant teacher guidance, something which was never available before due to the high student-teacher ratio inherent to most institutions. Another major credit to the program is its unique ability to motivate students by tugging at their curiosity and fascination, usually a problem in any educational system.

I have noticed that the ordinarily high level of classroom tension, common to institutions of this type, is present to a much lesser extent in the Chapter I Lab. This is due mainly to the preoccupation with individual tasks, rather than environment, enjoyed by the students who participate in the program. This raises the learning atmosphere of the lab well above that of the other classrooms here. The many learning games available for use with the computers are a major contribution to this aspect of the program, providing enjoyment along with their exceptional educational value. The voluntary status of the program is another contributing factor to this, in that the students who participate come to the lab for the purpose of learning, and inmates not concerned with self improvement tend to utilize their option to avoid the program.

For the more advanced participants the ECIA program presents a remarkable opportunity to explore the world of computers. Once they have acquired the necessary operating skills, students (and staff) have the option to learn and practice typing skills, utilize the editing - word processing capabilities of the computers, or continue to learn more about the concepts of computer operations and potentials. Not only does this portend better job opportunities for inmates upon release, but staff members also benefit from their increased familiarity with computers, and are subsequently better able to assist students beginning the program.

It is apparent that the Chapter I computer program is a much needed asset to the Sumter Correctional Institution educational program. It is enjoyed by both inmates and staff, and allows students to study in areas much more advanced than those covered in the regular classes. I am sure that in the future this program will continue to prove itself a worthy investment of both time and money.

EVALUATION AND SELECTION OF SOFTWARE

Planning and needs analyses are the keys for selectiong educational software for instructional needs. The following criteria might help eliminate some guesswork involved in selecting software.

* Preview
  (Previews of instructional materials are sometimes available.)

* Conventions and professional meetings.

* Curriculum Centers.

* Reviews and Description.

* Open-ended Software.
  (If possible, acquire software that are open-ended. Open-ended programs give teachers the opportunity to add custom-made programs to commercial software.)

* Colleagues
  (Dialogue with other teachers regarding suitability of software may help in making decisions.)

In the selection of software it would help if the music or sound that accompanies the software could be turned "off" or "down". In a class setting, these sounds can be distracting.

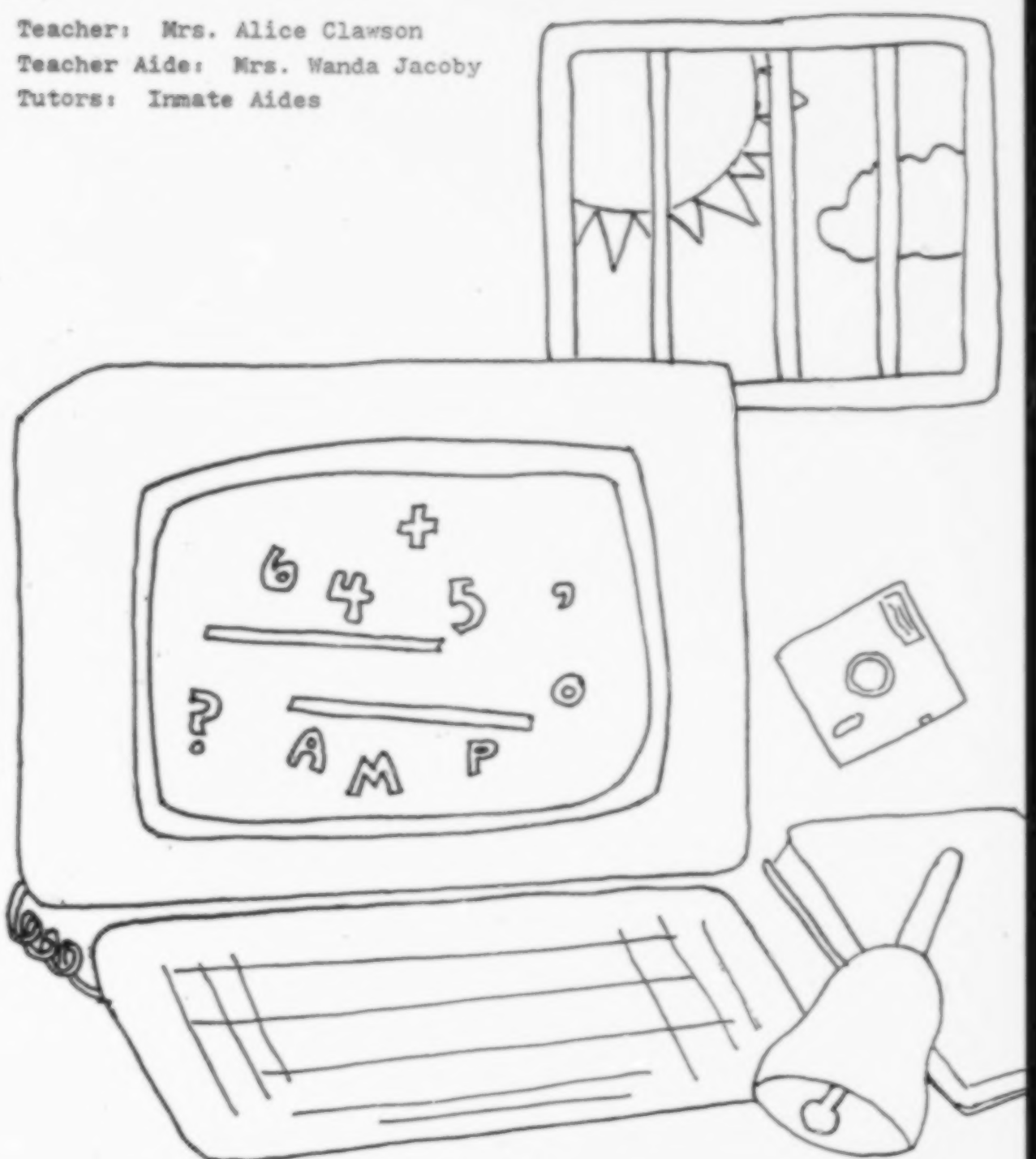
CONCLUSION

The Chapter 1 Computer Program is in its experimental stage, still undergoing assesment and evaluation. The philosphy permeating the program, the laboratories and the instructional materials, is that each student will be able to think logically, critically and creatively, and be brought up to the highest degree of computer sophistication and skill possible for the learner.

The Basic Reading Lab at Sumter Correctional Institution near Bushnell, Florida, is one of four labs in the ECIA Chapter I program.

STAFF

Teacher: Mrs. Alice Clawson
Teacher Aide: Mrs. Wanda Jacoby
Tutors: Inmate Aides



CONTENTS: PAGE

Overview 7

Computer Software Description 8

Software Sources 13

Student Record (sample) 14

Student Report (sample) 15

Easy-Reference Resource Catalog 16

Catalog page (sample) 17

COMPUTER-ASSISTED INSTRUCTION IN THE BASIC READING LAB
Sumter Correctional Institution, Florida

The ECIA Chapter I Basic Lab serves eligible students whose reading level is below fifth grade and students whose math skills are below fourth grade level.

Educational software provides a new dimension for these students. They enjoy this modern experience while they are given the advantages of computer-assisted instruction. Lessons with game formats stimulate work and provide what would otherwise be monotonous drill. Most lessons written for computers include immediate feedback--a research-proven aid to learning.

The Florida Center for Instructional Computing (FCIC) from the University of South Florida has provided training for staff and has written instructional software to meet our special needs. Consequently, we have been able to expand their software and certain commercial software as needed.

Students come to the lab from their regular classroom for an hour each day for individualized lessons on skill deficiencies as prescribed by their regular teacher. The Basic Lab has scheduled access to the computer room; therefore, the lab teacher and aide determine which students receive computer-assisted instruction each week. The average computer-time for each student is about eight hours per month.

Teachers and aides accompany their students to the computer lab where they put the disks containing appropriate lessons into the computers and help the students get started. There is a computer for each student and a teacher or aide to oversee the operation of the computer and the work of the student. Many students are not able to read the operating instructions on the computer screen and need help to run the software. At the "basic" level, it is ideal to have one student per instructor. In order to attempt to reach this ratio, inmates aides are assigned to the Education Department as tutors.

Computers are used for record-keeping, also. Information can be kept current without redoing the entire report each time data is added or changed. Data-base software provide the forms and computer printers are used to produce hard copies when needed.

SOFTWARE* FOR COMPUTER-ASSISTED INSTRUCTION
BASIC LAB, CHAPTER I
Sumter Correctional Institution, Florida

Students: Non-readers through fourth grade level.

V O C A B U L A R Y

SIGHT WORDS

objective: students will learn the Dolch list of sight words.

*Super Speller: PPR1,2,3; PRIM1,2 GRADE1-A,B,C; GRADE2-A,B,C. Sight words are used in a phrase and the sight word is flashed for the student to type. 11 lessons.

*Friendly Writer: SIGHT WORDS A,B,C,D--student moves words from list to writing area to form sentences. 4 lessons.

SYNONYMS

objective: students will use synonyms as a contextual analysis decoding skill.

*Word Attack: TABESYN1,2,3,4,5; lessons include word list, multiple choice, sentence completion, match game. 5 lessons cover more than 80 synonyms, including those on E-TABE.

*Word Attack: MTBSYN1,2,3,4,5; lessons include word list, multiple choice, sentence completion, match game, 5 lessons cover more than 100 synonyms, including those on M-TABE.

HOMONYMS

objective: students will use homonyms as a contextual analysis decoding skill.

*Word Attack: HOMONYM1,2,3,4,5; lessons include word list, multiple choice, sentence completion, match game. 5 lessons.

ANTONYMS

objective: students will use antonyms as a contextual analysis decoding skill.

*Tic Tac Show: ANTONYM1,2,3,4,5,6,7,8; game format. multiple choice, 18 words per game.

COMPOUND WORDS

objective: students will use compound words as a structural analysis decoding skill.

*Friendly Writer: COMPOUND WORDS--student moves single words from 2 lists to form compound words.

*I Can Write: students combine words on a list.

MONTHS-DAYS

objective: students will spell correctly the months and days of the week.

*Super Speller: DAYMONTH; abbreviation shown, word flashed, student spells the word.

W O R D A T T A C K S K I L L S

ABBREVIATIONS

objective: students will abbreviate correctly words which are commonly abbreviated.

*Super Speller: ABBREV; Word shown, abbreviation flashed, student types correct abbreviation.

CONTRACTIONS

objective: students will use contractions as a structural analysis decoding skill.

*Super Speller: CONTRAC1,2,and 3--two-word phrase presented, contraction is flashed, then student types contraction.

*Super Speller: CONTRAK1,2, and 3-- contraction presented, two-word phrase is flashed, student types the phrase.

SYLLABICATION

objective: students will use syllabication as a structural analysis decoding skill.

PHONICS

objective: students will decode words by using phonic analysis.

S T U D Y S K I L L S

ALPHABETIZING

objective: students will use alphabetical order to determine sequence.

*Friendly Writer: ALPHABETICAL ORDER--format same as TABE, five words presented, student moves words to correct alpha order, then types word which comes next after given word.

*I Can Write: students rearrange list of words.

SPELLING

objective: students will spell words in specific catagories.

*Super Speller: DEMON1-6; spelling demons spelled two ways, student chooses correct spelling and types it. 6 lessons.

*Super Speller: lessons under other headings include spelling of sight words, abbreviations, days, months, numbers, contractions, and fractions.

TABLE OF CONTENTS-INDEX

objective: students will use a table of contents and index to answer specific questions which show that they understand the purpose of the table of contents and index.

R E A D I N G C O M P R E H E N S I O N

PUNCTUATION

objective: students will use capitals, periods, and question marks correctly in simple sentences.

*Friendly Writer: PUNCTUATION--students are presented unpunctuated paragraphs which they correct and teacher or tutor checks from screen.

*I Can Write: Students type in punctuation marks and capitals.

*Punctuation Put-On: students are presented punctuated stories to read, then the same stories without punctuation so that they can type in periods, commas, semicolons, colons, apostrophes, dashes, question marks, exclamation points, and quotation marks.

SENTENCE COMBINING

objective: students will combine simple sentences correctly.

*Friendly Writer: SENTENCE COMBINE 1,1A,2,2A,3,4,5,6--students are presented two identical sets of sentences; the second set is combined by the student and compared with the first set.

*I Can Write: students combine two sentences to make one.

FACT FINDING

objective: students will read for information and pleasure using fact-finding skills.

*Spiffy Speedy Reader: stories at different reading levels, read at selected speed, with questions. Results given.

SEQUENCE

objective: students will read for information and pleasure using sequence skills.

*I Can Write: students retype sentences in correct sequence.

INFERENCE

objective: students will read for information and pleasure using inference skills.

*Spiffy Speedy Reader: stories at different reading levels, read at selected speed, with questions. Results given.

L E T T E R W R I T I N G

PERSONAL, BUSINESS LETTERS

objective: students will use the correct form to write a personal and a business letter.

*Friendly Writer: FRIENDLY LETTER-1; model of letter shown, student types letter by using model.

MATHEMATICS

Computation

ADDITION

*Educational Activities-Whole Numbers.

*The Arithmetic Classroom, *Fact Track, *Dragon Mix (game format), *Alien Addition (game format), *Telemath (game format).

SUBTRACTION

*Educational Activities-Whole Numbers.

*The Arithmetic Classroom, *Fact Track, *Dragon Mix (game format), *Minus Mission (game format), *Telemath (game format).

MULTIPLICATION

*Educational Activities-Whole Numbers.

*The Arithmetic Classroom, *Fact Track, *Dragon Mix (game format), *Meteor Multiplication (game format), *Telemath (game format).

DIVISION

*Educational Activities-Whole Numbers. *The Arithmetic Classroom, *Fact Track, *Dragon Mix (game format), *Demolition Division (game format), *Telemath (game format).

Skills

TIMES TABLES

*The Arithmetic Classroom, *Fact Track, *Dragon Mix (game format), *Meteor Multiplication (game format), *MULTCOMB (drill).

SYMBOLS

*Super Speller: NUMBER2--symbol presented, then word for which it stands is flashed so that the student can type it.

WRITTEN NUMBERS

*Super Speller: NUMBER1,2; number shown, word for number flashed, student types word.

WRITTEN MONEY

*Tic Tac Show: MONEY-1--student given money amount written out and then must type the correct numbers, $, and decimal point.

WRITTEN FRACTIONS

*Super Speller: FRAC 3,4--student given fraction in numbers and words, then words are flashed for student to type. FRAC 1,2--fraction given in numbers, words flashed for student to type.

PLACE VALUE

*The Arithmetic Classroom, *Tic Tac Show: PLACE VAL,game format, student given a four-digit number, then must type the number for the specific place asked for in the question

SENTENCES

SEQUENCE

MEASUREMENT

*Tic Tac Show: MZR-TERM, MZR-TRM2; game format, quiz on equivalents used in measuring, 2 lessons, *Telemath.

*Educational Activities-Measuring with a Ruler: Student determines length and types answer in inches and half-, fourth-, and eighth-inch parts of an inch.

GRAPHS

ROMAN NUMERALS

*Tic Tac Show: RO NUM 1-6 (game format) student shown Roman numeral; then types cardinal numeral, 6 lessons.

*Super Speller: RO NUM 1; Roman numeral shown, cardinal number flashed, student types cardinal number.

TIME

SHAPES

Application

WORD PROBLEMS

*Tic Tac Show: MATH; game format, student must type answer to word problems.

Typing skills

*TYPING STRATEGY: keyboard training.

*MASTERTYPE: keyboard training.

Super Speller, I Can Write, Spiffy Speedy Reader
Florida Center for Instructional Computing
University of South Florida, Tampa

Friendly Writer
Friendlysoft, Inc.
Arlington, Texas

Word Attack
Davidson and Associates
Rancho Palos Verdes, California

Tic Tac Show
Advanced Ideas Inc.
Berkeley, California

Punctuation Put-On
Sunburst Communications, Inc.
Pleasantville, New York

Whole Numbers
Educational Activities, Inc.
Freeport, New York

The Arithmetic Classroom
Sterling Swift Publishing Co.
Austin, Texas

Fact Track
Science Research Associates, Inc.
Chicago, Illinois

Dragon Mix, Alien Addition, Minus Mission, Meteor Multiplication, Demolition Division
Developmental Learning Materials
Allen, Texas

Telemath
Psycotechnics, Inc.
Glenview, Illinois

Multcomb
teacher-made in Math Lab (Mary Harrison)

Measuring with a Ruler
Educational Activities, Inc.
Freeport, New York

Typing Strategy
Behavioral Engineering
Scotts Valley, California

Mastertype
Scarborough Systems, Inc.
Tarrytown, New York

Sample Page
Student's Records
Data is current and available on the computer screen or printed as needed.

NAME: Austin,
D/C#: DOB:
DATE ENTER: 2/20/86 D(
FORM LEVEL R/V R
: 2/11/86 : 3 : E :
: : : : : :
HOURS IN LAB
SEPT: OCT: NOV:

NAME: Baker,
D/C#: DOB: AGE: 20 RACE: B/M
DATE ENTER: 9/24/85 DATE WITHDRAWN: 11/25/85 REASON: L/U
FORM LEVEL R/V R/C T/R M/C M/R T/M AVE
: 9/10/85 : 4 : E : 2.3 : 1.8 : 2.0 : 5.0 : 2.1 : 4.0 :
: : : : : : : : : :
HOURS IN LAB
SEPT: 5 hrs. OCT: 21 hrs. NOV: 9 hrs. DEC: L/U JAN: FEB:

NAME: Bradley,
D/C#: DOB: AGE: 18 RACE: BM
DATE ENTER: 2/20/86 DATE WITHDRAWN: 2/25/86 REASON: A/C CLASS:
FORM LEVEL R/V R/C T/R M/C M/R T/M AVE
: 2/11/86 : 3 : E : 2.6 : 3.3 : 3.0 : 4.7 : 3.6 : 4.2 :
: : : : : : : : : :
HOURS IN LAB
SEPT: OCT: NOV: DEC: JAN: FEB:

NAME: Brock,
D/C#: DOB: AGE: 19 RACE: B/M
DATE ENTER: 7/30/85 DATE WITHDRAWN: 1/10/86 REASON: prom. CLASS
FORM LEVEL R/V R/C T/R M/C M/R T/M AVE
: 9/24/85 : 4 : E : 2.5 : 2.9 : 2.8 : 4.5 : 3.4 : 4.2 :
: 12/18/85 : 4 : E : 5.3 : 5.5 : 5.5 : 5.2 : 4.8 : 5.2 :
HOURS IN LAB
SEPT: 6 hrs. OCT: 21 hrs. NOV: 14 hrs. DEC: 16 hrs. JAN: 5 hrs

NAME: Brown,
D/C#: DOB: AGE: 20 RACE: B/M
DATE ENTER: 9/24/85 DATE WITHDRAWN: 10/9/85 REASON: hosp CLASS:
FORM LEVEL R/V R/C T/R M/C M/R T/M AVE
: 9/10/85 : 4 : E : 3.0 : 3.8 : 3.3 : 6.2 : 4.9 : 5.7 :
: : : : : : : : : :
HOURS IN LAB
SEPT: 5 hrs. OCT: 6 hrs. NOV: DEC: JAN: FEB:

NAME: Bryant,

MOORE TABE SCORE: 2.7--4.3--3.3
ANALYSIS: 19--9--4--3--2--28

SIGHT WORDS: *-93-!!! 5-30-85
SYNONYMS: *-50-<<< 5-20-85
HOMONYMS: *-90-!!! 5-20-85
ANTONYMS:
COMPOUND WORDS: *-85-90-!!! 5-16-85
MONTHS-DAYS: *-31-100-!!! 5-16-85
ABBREVIATIONS: *-20-80 5-24-85
CONTRACTIONS: *-0-75-80
SYLLABICATION: *-75 5-
PHONICS: *-67 5-20-85
ALPHABETIZING: *-90-!!!
SPELLING:
TABLE OF CONTENTS-INDEX:
PUNCTUATION: *-43-<<<
SENTENCE COMBINING:
FACT FINDING:
SEQUENCE:
INFERENCE:
PERSONAL LETTER:
BUSINESS LETTER:
ADDITION: *-87-100-!!! 5-14-85
SUBTRACTION: *-93-!!! 5-14-85
MULTIPLICATION: *-100-!!! 5-14-85
DIVISION: *-93-!!! 5-14-85
TIMES TABLES: *-100-!!! 3-7-85
WRITTEN NUMBERS: *-48-<<< 5-30-85
WRITTEN MONEY: *-50 5-16-85
WRITTEN FRACTIONS:
PLACE VALUE: *-43-95-100-!!! 8-28-85
SENTENCES: *-58-70-80-90-!!! 8-28-85
SEQUENCE: *-80-100-!!! 8-28-85
MEASUREMENT:
GRAPHS:
ROMAN NUMERALS:
TIME: *-75-88-100-!!! 5-24-85
SHAPES: *-100-!!! 3-7-85
WORD PROBLEMS: *-60 3-7-85

Sample Page
Student's Individual Report of Skills Test scores. There are six alternate forms for most of the skills. Data can be kept up-to-date. A student's record can be shown on the computer screen or printed one at a time as needed.

EASY-REFERENCE RESOURCE CATALOG FOR CHAPTER I BASIC LAB

In October 1984, the Computer Lab was established at Sumter Correctional Institution. At that time, a teacher and several inmate aides were transferred to the Chapter I Basic Lab. There was a dire need to compile an easy-reference resource catalog, not only to find existing material in the Lab, but also to link commercial and custom-written computer software to existing programs.

The instructor, using the item analyses of the Test for Adult Basic Education as a base, developed a specific-skills program. This program emphasized the need to be able to find the available materials to teach each skill. The Teacher Aide, being familiar with the materials, was able to list them and then organize them according to each specific skill. Her researdh for the Easy-Reference Catalog included:

book titles,
reading levels of all materials,
the skills covered,
the page numbers,
the the location of the resource materials in the Lab,
computer software materials available for each skill.

This catalog took at least two months to compile and almost that much time to type. It is of immense help to teachers, teacher aides, and inmate aides. This Easy-Reference Resource Catalog has proven invaluable in linking existing materials and computer software with the individual needs of the students.

A sample page from the catalog follows.

EASY-REFERENCE CATALOG, Basic Reading Lab, SCI

S/R = storage room
B/C = bookcase
FILE = file drawer
MACH = machine
W/B = workbook
H/B = hardcover
S/M = spirit master
T = tape
C = computer software

LEVEL	NAME	S/R	B/C	FILE	MACH	W/B	H/B	S/M	T	C
1	ESP Sightword Program #116	X							X	
PP-G2	Dolch Sightword list,sentences			X				X		
PP-G2	Dolch list on flash cards		X							
1	New Reading Skills Practice Pad		X			X				
1,2	Super Speller: PPR, PRIM, GR 1,2									X
1,2	Friendly Writer: SIGHTWORDS									X

E.C.I.A. CHAPTER I

LANGUAGE ARTS LABORATORY

INSTRUCTOR: MRS. N TOOKS

LANGUAGE ARTS LABORATORY

TABLE OF CONTENTS

I. Overview 20

SAMPLE PAGES -

II. * Computer-Assisted Instruction 22

III. * Inmate Computer Records 27

IV. * Language Arts Software Technology 29

OVERVIEW

Students prescribed to the Language Arts Lab are now introduced to the novel world of computers. Through the Computer-Assisted Instruction the students receive immediate tutorial responses as well as the opportunity to progress at their own rate.

The concern for appropriate instructional course software requires that the teacher be able to match the individual learner and his needs with the appropriate learning setting and software technology.

The flexibility of a computer oriented program enables time-on-task for the teacher to be greatly reduced. For example, in the software programs of Diascriptive Reading II, the programs

* diagnose the reading skills of each student
* prescribe what is needed for improvement, and
* evaluate performance at each level before directing the student to the next program. (See Attachment I)

The use of the computer is an important development in teaching and learning reading and writing skills at all levels. To effectively develop the students' reading and writing skills they need word-processing programs.

With programs like PEACHTEXT, FRIENDLY WRITER AND FRIENDLY SPELLER, loaded into the computer's memory, the computer becomes a word processor, or an "automatic typewriter", allowing the student to enter text, correct errors, move blocks of text, spell check the document, print out the document onto the printer, save the document onto the disk, and retrieve it for later use.

Students become highly motivated when introduced to computer-assisted learning, and I firmly believe that computer education will become a proven leader in the field of educational excellence.

ATTACHMENT I

EDUCATIONAL ACTIVITIES
"DIASCRIPTIVE READING"
"DIAGNOSTIC PROGRAMS"

AUSTIN, JERALD

VOCABULARY 5	INFERENCE 7
SEQUENCE 7	FACT OR OPINION 7
MAIN IDEA 8	DETAILS 8

EDUCATIONAL ACTIVITIES
DIASCRIPTIVE READING
DETAILS

STUDENT	START	NEXT
ADDISON, JOHN	7	9
AUSTIN, JERALD	7	7
BEN, FRANK	6	7
BENJAMIN, HARRY	3	5
BOLINGER, GUS	6	7
BOLINGER, SHAWN	7	7
BULLARD, DAVID	5	8
GRIFFIN, MARK	4	6
HOGAN, HEROES	7	8
HOGAN, HEROES	7	7
JOHNSON, NORT	3	8
JOHNSON, HART	3	3
JOHNSON, QUAMROD	7	7
JOHNSON, STUART	7	7

LANGUAGE ARTS LAB

Linking Language Arts software in the Instructional Computing Lab with reading in the Minimum Student Performance Standards for Florida Schools

READING STANDARDS

	GRADE/ LEVEL	DATE ASSIGNED	DATE COMPLETED	SOFTWARE
A. The student will demonstrate knowledge of a basic vocabulary as determined by a specific word list.				
1. identify frequently used words by sight.	5,8,11			-Super Spell -SuperWhiz -Word Attack
2. identify the meanings of words presented in context.	5,8,11			-How to Read in Content Area -Private Tutor
B. The student will determine word meaning from a knowledge of word parts as used in a given context.				
3. identify the meanings of regular plural nouns.	5			-Private Tutor -Dragon Game -Tic Tac Show
4. identify the meanings of verbs denoting the past, present, or future. Levels 2(5), 3(8)	5,8			
5. identify the meanings of:	5,8			-Dragon Game -Tic Tac Show -Private Tutor
a. comparative and superlative forms of adjectives; and				-Word Attack
b. comparative forms of adverbs				

LANGUAGE ARTS
BASIC SKILLS -

Linking Language Arts software in the Instructional Computing Lab with writing in the Minimum Student Performance Standards for Florida schools.

WRITING STANDARDS

	GRADE LEVEL	DATE ASSIGNED	DATE COMPLETED	SOFTWARE
A. The student will	1	1	1	1
compose grammatically	1	1	1	1
correct sentences.	1	1	1	1
	1	1	1	1
1. Write the plural	1	1	1	1
form of nouns by	1	1	1	1
adding "s" or "es"	1	1	1	1
to the base word.	1 5	1	1	1 -Private Tutor
	1	1	1	1 -Dragon Game
	1	1	1	1 -Tic Tac Show
	1	1	1	1 -Word Attack
	1	1	1	1
2. Complete sentences	1	1	1	1
with the appropriate	1	1	1	1
singular and/or plural	1	1	1	1
forms of nouns.	1 5,8	1	1	1
	1	1	1	1
3. Complete sentences	1	1	1	1
with the appropriate	1	1	1	1
singular and/or	1	1	1	1
plural forms of nouns	1 5	1	1	1
	1	1	1	1
4. Write the plural	1	1	1	1
forms of nouns	1 8,11	1	1	1
correctly	1	1	1	1
	1	1	1	1
5. Use the appropriate	1	1	1	1
forms of common	1	1	1	1
regular verbs in	1 8	1	1	1 -Tic Tac Show
writing	1	1	1	1 -Word Attack
	1	1	1	1 -Super Spell
6. Use the appropriate	1	1	1	1
forms of common	1	1	1	1
irregular verbs in	1 8,11	1	1	1
writing	1	1	1	1
	1	1	1	1
7. Arrange events in	1	1	1	1 -Diascriptive
sequential order	1 5,8	1	1	1 Reading
	1	1	1	1
8. Write a paragraph	1	1	1	1
using chrolnological	1 11	1	1	1
	1	1	1	1
D. The student will writ	1	1	1	1

TITLE: TIC TAC SHOW TYPE: DISKETTE AMOUNT: 4

VENDOR/PUBLISHER: IBM (ADVANCED IDEAS)

CONSUMABLE YES: NO: HB: PB:

SUBJECT	LEVEL	LESSON	PAGE(S)	LOCATION
1: Nouns	4-11	1-4		Computer La
2: Nouns: Common/Proper				
3: Nouns: Singular/Plural				
4: Possessive Nouns				
5: Pronouns				
6: Possessive Pronouns	4-11			
7: Verbs				
8: Tenses				Computer La
9: Adverbs				
10: Contractions		1		Computer La
11: Synonyms		1-7		Computer La
12: Antonyms		1-7		
13: Homonyms		1-4		
14: Spelling ei-ie		1		Computer La
15: Scrambled Words	4-11	2		Computer La
16: Contractions		2		Computer La
17:				
18:				
19:				
20:				
21:				
22:				
23:				
24:				
25:				
26:				
27:				
28:				
29:				
30:				
31:				
32:				
33:				
34:				
35:				
36:				
37:				

TITLE: EDU. ACT. - DRAGON GAMES TYPE: DISKETTE AMOUNT: 1 DISK

VENDOR/PUBLISHER: EDUCATIONAL ACTIVITIES

CONSUMABLE YES: NO:

	SUBJECT	LEVEL	HB: LESSON	PAGE(S)	PB: LOCATION
1:	Nouns	4-12			Computer Lab
2:					
3:					
4:					
5:					
6:					
7:	Verbs	4-12			Computer Lab
8:					
9:	Adverbs	4-12			Computer Lab
10:	Contractions	4-12			Computer Lab
11:	Synonyms	4-12			Computer Lab
12:	Antonyms	4-12			Computer Lab
13:					
14:					
15:					
16:					
17:					
18:					
19:					
20:					
21:					
22:					
23:					
24:					
25:					
26:					
27:					
28:	Adjectives	4-12			Computer Lab
29:					
30:					
31:					
32:					
33:					
34:					
35:					
36:					
37:					

WORD LIST

PROJECT
RESTORE
HEREDITY
PERSONALITY
EXTREME
DUPLICATE
DONATE
ELIMINATE
MANEUVER
BLOOD
COMBINE
IMMEDIATE
SCIENCE
DEPENDENCE
PEAK

S C I E N C E U K A E P P
F S O E X G W R U S D E E
I H E M R T D X V E X B R
P M E L B O R M P H I D S
B R M R I I T E W S E R O
D L O E E M N S M X T E N
B S O J D D I E E E A V A
G F P O E I I N G R N U L
Y J V N D C A T A B O E I
G W C X Y Y T T Y T D N T
Z E T Q T H N E E P E A Y
D U P L I C A T E D Z M V

WORD LIST

GEOLOGIST
GLACIER
REVOLUTION
MANTLE
CORE
MOON
SOIL
CONTINENTAL
ASTRONOMER
AXIS
IGNEOUS
DRIFT
EARTH
EQUATOR
CRUST
ROTATION
CORE
THEORY
SATELLITE
ORBIT

L N O O M P D K R O T A U Q E
W N L M Y Z X R R J G F E N G
T R U A G L A C I E R R O A S
G P E W T S S A K F O I O E O
O E L M Q N L I K C T T T N I
W V O L O T E H X A E I B O L
V U E L X N C N T A L N R I L
D E Z R O R D O I L O X H T S
S A T O U G R R E T W T Y U U
S R W S R C I T T U N R D L O
Q T T C T B A S W S O O E O E
B H E H E S I Y T E A R C V N
E W D L E R H T H X O L O E G
M M A N T L E T C C R T N R I

NAME: COLLINS, ROBERT DC: 000000 BD: 04-08-69 AGE: 17 R: B

ENROLLMENT: 09-05-86 CLASS: S2A GED DATE:

WITHDRAWAL: 9-23 INT. COUNSELLING DATE:

TABE SCORES

DATE	L/F	R/V	R/C	T/R	M/E	SPEL.	AVG.
09-02-86	M-3	8.6	8.7	8.6	7.9	8.5	8.5

TIME SPENT IN LANGUAGE ARTS LAB

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.
7					
MAR.	APR.	MAY	JUNE	JULY	AUG.

CLASSROOM

DATE	BEHAVIOR	ACTION TAKEN
09-12-86	EXCESSIVE PLAYING IN CLASS	CONSULTATION

COMPUTER LAB

PRE-TEST

DATE	SUBJECT	RESULTS
09-05-86	SPELLING - SILENT LETTERS/DOUBLING CONSONANTS	SIL. 7/20;DC 12/20
10-01-86	PUNCTUATION - COMMAS	4/8; 6/10

POST-TEST

09-24-86	SPELLING - SILENT LETTER/DOUBLING CONSONANTS	SIL.18/20;DC.20/20

PRESCRIPTION COMPLETED

09-24-86	SPELLING -SILENT LETTERS/DOUBLING CONSONANTS	
	PUNCTUATION - COMMAS	
	PUNCTUATION - END MARKS	
	PUNCTUATION - QUOTATION MARKS	
	STANDARD ENGLISH USAGE	
	PARTS OF SPEECH - PRONOUNS	

LANGUAGE ARTS
COMPUTER LAB

NAME Austin Blake CLASS 5/A DATE ASSIGNED 10-3-85

PRESCRIPTION Vocabulary / Spelling

TABE DATE	R/V	R/C	T/R	M/E	SP.	AVG.
9-25-85	6.9	9.1	7.8	7.2	4.3	6.7

DATE 10-8-85 COMPLETED ✓
PROGRAM How to Read in Content Area SCORE

DATE 10-17-85 COMPLETED
PROGRAM Super Spell - Synonyms SCORE

DATE 10-24-85 COMPLETED ✓
PROGRAM Private Tutor - Faulty Diction SCORE 84%

DATE 11-5-85 COMPLETED ✓
PROGRAM Private Tutor - Faulty Diction SCORE 92%

DATE 12-14-85 COMPLETED ✓
PROGRAM Tic-Tac Show Antonyms / Homonyms SCORE

DATE 1-5-86 COMPLETED ✓
PROGRAM Word Attack SCORE

DATE 1-20-86 COMPLETED ✓
PROGRAM Super Spell - Spelling SCORE

DATE 2-12-86 COMPLETED ✓
PROGRAM Peach Pest - Word Processor SCORE

DATE 2-20-86 COMPLETED ✓
PROGRAM Peach Pest - Word Processor SCORE

DATE 3-12-86 COMPLETED
PROGRAM Super Spell - Spelling SCORE 92%

DATE 3-20-86 COMPLETED
PROGRAM SCORE

CATALOG1

TITLE	VENDOR/PUBLISHER	TYPE	AMOUNT
EDU. ACT. - DRAGON GAMES	EDUCATIONAL ACTIVITIES	DISKETTE	1 ORIG.
EDU. ACT. - READING IN CONTENT AREA	EDUCATIONAL ACTIVITIES	DISKETTE	4-0, 4BAK
EDU. ACT. DIASCRIPTIVE READING	EDUCATIONAL ACTIVITIES	DISKETTE	7-0,19DATA
PRIVATE TUTOR	FCIC	DISKETTE	6-0,19BAK
PUNCTUATION PUT-ON	SUNBURST	DISKETTE	TE-2,ST-1
SAT ENGLISH	MICROLAB, INC.	DISKETTE	1
SUPER SPELL	FCIC	DISKETTE	3 BACKUP
SUPER WHIZ	ALPHONETICS	DISKETTE	1
TIC TAC SHOW	IBM (ADVANCED IDEAS)	DISKETTE	4
WORD ATTACK	IBM (DAVIDSON)	DISKETTE	3 DATA

TABLE OF CONTENTS

THE MATHEMATICS LAB

I. OVERVIEW 31

11. COMPUTER-ASSISTED INSTRUCTION 33

III. CLASS DATA: PFS FILE AND REPORT 37

IV. MATH COMPUTER SOFTWARE SOURCE 40

INSTRUCTOR: MRS. MARY HARRISON

MS. MARGARET DUBOISE
QUORUM PARS MAGNA FUI [LAT.] IN WHICH I PLAYED
AN IMPORTANT PART

OVERVIEW

The Mathematics Curriculum is evaluative, prescriptive, and developmental. Diagnostic tests are usually administered as pre-tests in order to determine suitable starting levels for the students.

Each student completes one skill as far as he is able, before moving to the next skill area. A student Record Form for each member of the class is maintained. This form indicates the student's progress in each skill.

Post-tests are administered on the completion of each skill. The results of the tests determine whether the student should move on to the next skill or should be recycled.

The introduction of computer software into the math curriculum has enabled each student's response to be immediately evaluated. The computer's appropriate response provides encouragement for the student.

The computer, as teacher, can be used to provide simulations that offer learners opportunities for learning mathematical skills. The math objectives, as identified by skills, is determined by giving each student a pre-test in his prescribed area of study according to his grade level. The results of the pre-test will determine the student's point of entry into the program. At the end of each prescribed area of study the student will be given a post-test. The post-test will determine if the student has mastered the concept(s) with at least 85% skills accuracy.

The student will be able to identify:

1.0 NUMBERS AND NUMBER SYSTEM

1.01 Read and Write whole numbers.
[Telemath Vol.1, disk 2, #5 "Frog Run"]
[Telemath Vol.1, disk 4, #8 "Totum Pole Toppers"]
1.02 Place Numbers in order or series.
1.03 Express numbers in scientific notation.
1.04 Read and Write Roman numerals.
1.05 Identify and understand concept of exponents.

1.1 PLACE VALUE:

1.100 Whole Numbers
1.101 Identify place values to hundreds.
[Telemath Vol.1, disk 4, #9, "Witches Brew"]
1.102 Identify place values to thousands.
[Telemath Vol.1, disk 4, #9, "Witches Brew"]
1.103 Identify place values to hundred thousands.
[Telemath Vol.1, disk 4, #9, "Witches Brew"]
1.104 Identify place values to millions.
[Tic Tac Show "Placeval"]
1.105 Identify place values to hundred millions.
[Tic Tac Show "Placeval"]
1.106 Compare and Write whole numbers in sequence.
[Telemath Vol.1, disk 4, #8, "Totum Pole"]
1.110 Decimals
1.111 Read and write place values of tenths and hundredths.
1.112 Read and write place values of thousandths to millionths.
1.113 Compare and write decimal numbers in sequence.
1.120 Mixed Numbers
1.121 Read and write mixed numbers.
1.122 Compare and write mixed numbers in sequence.

1.2 ROUNDING NUMBERS

1.20 Whole Numbers
1.201 Round to nearest ten.
["Round 10"]
1.202 Round to nearest hundred.
1.203 Round to nearest thousand.
1.204 Round to nearest million.

MATH PROGRAM - COMPUTER ASSISTED INSTRUCTION

The Computer Lab is utilized by the teachers of Chapter I Math for instruction and reinforcement of specific mathematical skills. Computer assignments are therefore designed to meet individual needs of the students in reference to their prescriptions. Using the computer for drill and review eliminates boredom and highly motivates the students.

Computer Lab Assignment Forms are placed inside the students' individual work folders and are used to indicate the programs the students have completed and the lessons they have mastered. The assignment forms are also used as reference tools to ascertain the students' performances and needs. Samples of the students' assignment forms follows.

MATH

COMPUTER LAB ASSIGNMENT FORMS*

NAME:_____ NUMBER:_____
CLASS:_____

BASIC CONCEPTS-FRACTIONS

SOFTWARE PROGRAMS

Date:

ARITH. CLASS. BASIC CONCEPTS PART 1:
Lesson 1 _____
Lesson 2 _____
Lesson 3 _____
Lesson 4 _____
Lesson 5 _____

TELEMATH VOL. 1 and 11
Concentration (Equivalent Fract) [1.1.5] _____
Jigsaw Fract (LCD) [1.2.9] _____
LCD Sprint [2.2.9] _____
Lunar Landing (concepts) [2.3.0] _____
Tug-O-War (Reducing) [2.4.6] _____
Grand Prime (Prime Factors) [2.2.6] _____

TELEMATH ADD - FRACTIONS
Close Encounter [2.1.7] _____
Olympic Sprint [2.3.3] _____
Skywriter Addition [2.3.8] _____
Tug-O-War [2.4.4] _____
ARITH. CLASS. PART II:
Lesson 1 _____
Lesson 3 _____

TELEMATH SUBTRACT - FRACTIONS
Dribble Subtract [1.2.0] _____
Dyn -O- Mite [1.2.3] _____
Jump Daredevil [1.3.3] _____
Arith. Class. Part II:
Lesson 2 _____
Lesson 4 _____

TELEMATH MULTIPLICATION - FRACTIONS
Fraction Football (Short Run [1.2.4] _____
Fraction Football (Long Run) [1.2.4] _____
Fraction Football [1.2.4] Short Pass _____
Fraction Football [1.2.4] Long Pass _____
Fraction Football [1.2.4] Field Goal _____

ARITHMETIC CLASSROOM Part III:
Lesson 1 _____
Lesson 2 _____

TELEMATH
Plumb Crazy [1.4.3] _____
Drag Race [2.2.3] _____

TELEMATH DIVIDE FRACTIONS
Jump Daredevil Fractions [1.3.1] _____
ARITHMETIC CLASSROOM Part III:
Lesson 3 _____
Lesson 4 _____

MATH
COMPUTER PROGRAMS

NAME:_____ NUMBER: _____
CLASS: _____

MONEY

PROGRAMS:	DATE COMPLETED:
COIN COLLECTION [1.1.4]	_____
BANKIT: [2.1.2]	_____
TOYSTORE	_____
TIC TAC SHOW	_____

AVERAGING

PROGRAMS:	DATE COMPLETED:
IRS AVERAGED (TIMED) [1.2.8]	_____

REASONING (WORD PROBLEMS)

PROGRAMS:	DATE COMPLETED:
TOYSTORE	_____
GUESS 1	_____
GUESS 2	_____
WORD PROBLEM GRADE 5	
ADDITION	_____
SUBTACTION	_____
ADDITION SUBTRACTION	_____
MULTIPLICATION I	_____
MULTIPLICATION II	_____
DIVISION I	_____
DIVISION II	_____
AVERAGE	_____
MIXED	_____

MATH
COMPUTER - ASSISTED INSTRUCTION
LAB ASSIGNMENTS

NAME:_____ NUMBER:_____
CLASS:_____

COMPUTER GAMES DATE:

I. TELEMATH:
Moo [1.3.6] _____
Battleship [2.1.3] _____
Depth Charge [2.1.8] _____
Hustle [2.2.8] _____

II. The ARITHMETIC CLASSROOM:

Game 1: Slam Dunk Math _____
Game 2: The Bong Show _____

III. GOLF CLASSIC AND BATTLING BUGS

IV. BATTLING BUGS

V. DRAGON MIX (MULT + DIVISION MIXED)

CLASS DATA: PFS FILE AND REPORT

The following information can be retrieved from Figures 1 and 2.

* Class Attendance
* Class Averages
* Class Sizes
* Class Ratios
* Areas of Weaknesses
* Areas of Proficiencies

(FIGURE 1)

CLASSES B3A AND P SEPTEMBER 1985 ATTENDANCE REPORT

CLASS	NAME	#	HRS
B3A	DOE, JOHN	095483	10
	JAMES, JESSIE	098111	7
Average:			9
Total:			17
Count:	2		
B3P	HARDING, JOHN	011113	17
	ROGERS, ROY	099999	12
Average:			15
Total:			29
Count:	2		
Average:			12
Total:			46
Count:	4		

TEST OF ADULT BASIC EDUCATION

(FIGURE 2)

B3 TABE SCORES

CLA.	NAME	NUMBER	TEST DATE	F	L	RV	RC	TR	MC	MR	TM	ME
B3A	DOE, JOHN	095483	10-10-85	M	5	4.5	3.2	4.2	6.5	6.0	6.3	5.0
	JAMES, JESSIE	098111	09-11-85	M	5	7.0	7.0	7.0	6.5	6.5	6.5	8.0
	Average:					5.8	5.1	5.6	6.5	6.3	6.4	6.5
	Count: 2											
B3P	HARDING, JOHN	011113	12-01-84	M	5	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	ROGERS, ROY	099999	10-23-85	M	5	5.0	5.0	5.0	4.0	4.5	4.4	6.0
	Average:					4.0	4.0	4.0	3.5	3.8	3.7	4.5
	Count: 2											
	---					---	---	---	---	---	---	---
	Average:					4.9	4.6	4.8	5.0	5.0	5.1	5.5
	Count: 4											
	---					---	---	---	---	---	---	---

KEY:
FL- FORM / LEVEL

RV- READING VOCABULARY

TR- TOTAL READING

MC- MATH COMPUTATION

MR- MATH REASONING

TM- TOTAL MATH

ME- MECHANICS EXPRESSION

SP- SPELLING

AV- AVERAGE

MATH COMPUTER SOFTWARE SOURCES

TITLE	SUBTITLE	PUBLISHER	DISK
GALAXY MATH		RANDOM HOUSE	1
GRAPHING MECC		MINNESOTA ED. COMPUTING	1
METRIC I FUNDAMENTAL OF DECIMALS		CLASSROOM CONSORTIA MEDIA	1
ADVENTURES IN MATH		IBM	1
ALGEBRA ARCADE		WADSWORTH ELECTRONICS	1
TIC TAC SHOW		ADVANCED IDEAS	1
MATH WORD PROBLEMS GR. 5		QUEUE INTELLECTUAL SOFTWA	1
SAT SKILLS SERIES (MATH SKILLS P		SLIWA ENTERPRISE INCORPOR	2
GOLF CLASSIC AND BATTLING BUGS		MILLIKEN	1
DECATHLON		IBM	1
SAT MATH I		MICROLEARN	1
FACK TRACK		SRA	1
ARCADEMIC SKILL BUILDERS IN MATH	METEOR MULTI	DEVELOPMENTAL LEARNING MA	1
ARCADEMIC SKILL BUILDING IN MATH	MINUS MISSIO	DEVELOPMENTAL LEARNING MA	1
ARCADEMIC SKILL BUILDING IN MATH	ALIEN ADDITI	DEVELOPMENTAL LEARNING MA	1
ARCADEMIC SKILL BUILDING IN MATH	DEMOLITION D	DEVELOPMENTAL LEARNING MA	1
ARCADEMIC SKILL BUILDING IN MATH	DRAGON MIXED	DEVELOPMENTAL LEARNING MA	1
THE ARITHMETIC CLASSROOM	ADDITION	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	SUBTRACTION	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	MULTIPLICATI	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	DIVISION	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	FRAC.-BASIC	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	FRACK.-ADD	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	FRACK.-MULTI	STERLING SWIFT	1
THE ARITHMETIC CLASSROOM	GAMES	STERLING SWIFT	1
TELEMATH VOLUMES I AND II		PSYCHOTECHNICS INC.	1
FUNNELS AND BUCKETS		FCIC	1
MIXED MATH PROGRAMS	RND10-TOYSTO	FCIC	1
ELIZA		STEVE GRUMETTE	1

Give up false dreams and come to your own aid while there is yet time, if you care for yourself.

-Marcus Aurelius

Education Consolidation Improvemant Act
Chapter I Lab
Sumter Correctional Institution
P.O. Box 667
Bushnell, Florida 33513